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**ENGLISH WRITTEN REGISTER IN SOME
SELECTED LAW COURSE BOOK
A THESIS**

**Submitted to English Language Teaching Department, *Tarbiyah* and Teacher
Training Faculty of *Syekh Nurjati* State Islamic Institute Cirebon in Partial
Fulfillment of the Requirements of Undergraduate Degree**



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CIREBON
2016**



ABSTRACT

Iis Yulia Riani (14121320240): “ENGLISH WRITTEN REGISTER IN SOME SELECTED LAW COURSE BOOK”

This research aims to find out English register in some selected Law course book and to identify English registers are used in English learning at the Law Faculty. Then, the researcher analyzed the registers based on context of situation connected with the text (field, tenor, and mode). Further, the researcher identified the use of register in English learning at the Law Faculty based on the learner's target need (necessity, lacks, and wants).

The method of this research used descriptive qualitative. The study of documentation, interview, and observation as the techniques of collecting data. The data of this research taken from some selected Law course book. The first course book entitle *English for Law in Higher Education Studies* by Jeremmy Wallen, and *English for Specific Purpose: Law* by Sofia Rangkuti Hasibuan. This research supported by the perspective of the students in the Law Faculty.

The result showed that there are 39 registers that exist in two course books. There are 13 registers that exist in the first course book entitle *English for Law in Higher Education Studies* by Jeremmy Wallen, and there are 26 registers that exist in the second course book entitle *English for Specific Purpose: Law* by Sofia Rangkuti Hasibuan. All of the registers include into more open registers. The respondents of this research were 3 Law students. The data collection was done through interview. The results showed that the learner used registers based on their necessity, their lacks, and their wants. But the learner used register based on their necessity mostly.

The respondents perceive learning register to be very important for their study and future career and there seemed to be considerable motivation and strengthen knowledge in English language. In terms of the importance of language skills in ESP, register is an obstacle to effective communication in English, therefore there should be a bigger focus on learning vocabulary.

Keywords: *English for Specific Purpose, Register, Target Needs.*

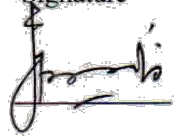
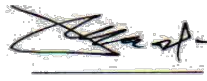
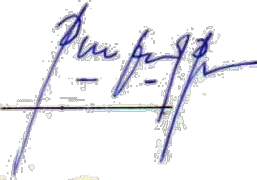

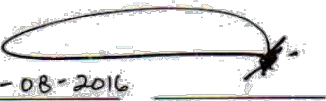



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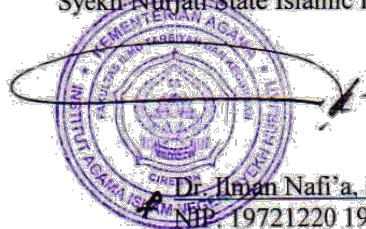
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RATIFICATION

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Acknowledge by,
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TABLE OF CONTENT

COVER	i
TITLE	ii
ABSTRACT	iii
APPROVAL	iv
OFFICIAL NOTE	v
LETTER OF AUTHENTICITY	vi
RATIFICATION	vii
CURRICULUM VITAE	viii
MOTTO	ix
PREFACE	x
TABLE OF CONTENT	xi
LIST OF APPENDICES	xiv

CHAPTER I INTRODUCTION

1.1 The Background of The Problem	1
1.2 The Formulation of The Problem	4
1.3 The Aims of The Research	6
1.4 The Significance of The Research	7
1.5 Theoretical Foundation	7
1.6 Previous Study	19
1.7 Research Methodology.....	21
1.7.1 The Place and Time of The Research	21
1.7.2 The Source of The Data.....	22
1.7.3 Respondent	23



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1.7.4 The Method of The Research	24
1.7.5 The Techniques of Collecting Data	24
1.7.6 The Instrument of Collecting Data	26
1.7.7 The Techniques of Analysis Data	27

CHAPTER II REGISTER ANALYSIS

2.1 Research Finding	32
----------------------------	----

CHAPTER III THE USED OF REGISTER IN ENGLISH LEARNING

3.1 Research Finding	49
3.1.1 Necessity	49
3.1.2 Lacks	55
3.1.3 Wants.....	60
3.2 Discussion	64

CHAPTER IV CONCLUSION AND SUGGESTION

4.1 Conclusion.....	64
4.2 Suggestion	68

REFERENCES

APPENDICES



CHAPTER I

INTRODUCTION

1.1 The Background of the Problem

English for Specific Purpose is designed to meet specific needs of the learner. ESP makes use of underlying methodology and activities of the discipline it serves, centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities. ESP is used in specific teaching situations using a different methodology from that of general English. Besides designed for adult students in the tertiary level institution or in a professional work situation, ESP also can be used for students at the secondary school level (Dudley-Evans and St. John, 1998).

In general terms, a register is a variety associated with a particular situation of use including particular communicative purposes (B, Douglas and Susan Cornard 2006:6 p.1). Registers can be identified and described based on analysis of either complete texts or a collection of text excerpts. This is because the linguistic component of a register analysis requires identification of the *pervasive* linguistic features in the variety: linguistic characteristics that might occur in any variety but are much more common in the target register. It is these pervasive linguistic features that are clearly functional, as exemplified below. The description of a register covers three major components: *the situational context*, *the linguistic features*, and *the functional relationships between the first two components* (B, Douglas and Susan Cornard, 2009:6 p.2).



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The notion of *context of situation*. This can be interpreted by means of a conceptual framework using terms *field*, *tenor*, and *mode* or more fully expressed, *field of discourse*, *tenor of discourse*, and *mode of discourse*. These were the abstract components of the context of situation of meanings. The notion of *functions of language*. These may be identified as the functional components of the semantic system of a language: ideational: (a) ideational, subdivided into logical and experiential; (b) interpersonal; and (c) textual. *The systematic relationship between the two*. There is a correlation between the categories of the situation and those of the semantic system, such that, in general terms, the field is reflected in the experiential meanings of the text, the tenor in the interpersonal meanings, and the mode in the textual meanings. The researcher could express this the other way round by using a complementary metaphor and saying that experiential meanings are activated by features of the field, interpersonal meanings by features of the tenor, and textual meanings by features of the mode (Halliday and Hasan, 1989: p.29).

This research completed with previous studies in the same field to find the gap of the research. The first research belongs to Brikena and Gezim (2011), they research about *The English Language Skills in ESP for Law Course*. The second research belongs to Jeffery (2002), his research about *Register-analysis as a Means for Eliciting the Meaning of Literary Texts*. The third research belongs to Lukasz Grabowski (2013), his research about *Register Variation across English Pharmaceutical Texts: A Corpus-Driven Study of Keywords, Lexical Bundles and Phrase Frames in Patient Information Leaflets and Summaries of Product Characteristics*.



This research completed by closer competitor to find the gap, the closer competitor is Hilmi's research entitle *Analysis of IT Register in Some Selected Journals*. The aim of his research is to analyze of Information Technology register as specified register in English journals and to compare with general English register which is spotted in discourse perspective. His research take the data from some selected educational journal research and policy, and The participant in this study is might be another researcher which is creating thesis and especially EFL learners. The similarities with the closer competitor is equally analyze the register, but this research focus on English written register in some selcected Law course book and the respondent of this research is the students in the Law Faculty.

The researcher have organized the rest of this paper in the following way. Based on Halliday proposes three features of the context of situation (i.e., situational variables) which together determine the register of language: the first is *field of discourse* (what is being done or talked about), the second is *tenor of discourse* (the people involved and their relationships), and the third is *mode of discourse* (the channel of communication and distance in time/space from events). The importance of these three variables is crucial to expressing the basic meanings which language is structured to make (Halliday 1978: 33; Halliday, Hasan 1989: 24 – 28).

Here is a summary of the descriptive categories to be used: **Field**, refers to what happening, to nature of the social action that is taking place: what it is that the participants are engaged in, in which language figures as some essential component. **Tenor**, refers to who is taking part, to the nature of the participants, their statuses and roles: what kinds of role obtaining, including permanent and



temporary relationships of one kind or another, both the types of speech roles they are taking on in dialogue and the whole cluster of socially significant relationship in which they are involved. **Mode**, refers to what part language is playing, what it is that the participants are expecting language to do for them in the situation: the symbolic organization of the text, the status that it has, and its function in the context (Halliday and Hasan 1985:12) in JR Martin and David Rose 2003:243).

1.2 The Formulation of the Problem

In this case, the researcher conducted with the identification of problem, the limitation of the research, and the question of the research.

1.2.1 The Identification of Problem

This research is important, as with most developments in human activity, ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends. There are three main reasons common to the emergence of all ESP:

1) The demands of a Brave New World

The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now become subject to the wishes, needs and demands of people other than language teacher.

English had become accountable to the scrutiny of the wider world and the traditional leisurely and purposes free stroll through the



landscape of the English language seemed no longer appropriate in the harsher realities of the market place.

2) A Revolution in Linguistics

Traditionally the aims of linguistics had been to describe the rules of English usage, that is the grammar. In English language teaching this gave rise to the view that there are important differences between, say, the English of commerce and that of engineer. Most of the work at this time was in the area of English for Science and technology (EST) and for time ESP and EST were regarded as almost synonymous. The gained ground that English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study.

3) Focus of the Learner

New developments in educational psychology also contributed to the rise of ESP, by emphasizing the central importance of the learners and their attitude to learning (e.g. Rodgers, 1969).

Learners were seen to have different needs and interest, which would have an important influence on their motivation to learn and therefore on the activeness of their learning. This lent support to the development of courses in the which relevance to the learners need and interests was paramount.

In this case, the researcher took the data from some selected Law course book that used in the Law Faculty at UNSWAGATI Cirebon, and the perspective of the learner.



1.2.2 The Limitation of the Research

In this reseach, the researcher limit the problem only taking about “English Written Register in Some Selected Law Course Book”. There are many kinds of course book that used in the law faculty. But the researcher specifically concern on the general law course book entitle *English for Specific Purpose: Law* by Sofia Rangkuti Hasibuan and *English for Law in Higher Education Studies* by Jeremmy Wallen.

In the first book entitle *English for Law in Higher Education Studies* by Jeremmy Wallen, the researcher take the data from chapter one and two, and also include into descriptive text. Another book entitle *English for Specific Purpose: Law* by Sofia Rangkuti Hasibuan, the researcher take the data from chapter one, two, four, five, six, seven, and chapter eight. The data that exist in those chapter include into descriptive text.

1.2.3 The Questions of the Research

There are two research questions to be investigated in this study as follows :

- 1) What are the registers found in some selected law course book?
- 2) How are these registers used in English learning at the law faculty?

1.3 The Aims of the Research

Based on the background of research and previous study, the aim of this paper are :



- 1) To find out English register from some selected law course book.
- 2) To identify English register are used in English learning at the law faculty.

1.4 The Significance of the Research

Theoretically, the result of this research is provide to find out and explore English written register in some selected Law course book. Practically, this research should be useful for students to learn the specialized register of a particular profession especially in the law course, and to avoid misunderstanding when use the English language in the law field.

1.5 Theoretical Foundation

This study is framed among some theoretical, the first defining English for Specific Purposes (ESP), the second definition of register, the third the concept of register, the fourth the categories of register, and the last the used of register. This theoretical set out more fully in below this :

1.5.1 Defining English for Specific Purposes

English for Specific Purposes (ESP) emerged from the development of the world economy in the 1950s and 1960s. Other important factors that facilitated the growth of ESP include the growth of science and technology, the fact of English being an international language, and the increasing number of international students studying in the English speaking countries (Dudley-Evans & St John, 1998).



English for Specific Purposes (ESP) has been defined by a number of researchers. One of the most oft-cited definitions is from Hutchison and Waters (1987) in their book entitle *English for Specific Purposes : A Learning-centred Approach*, they see ESP as an *approach* rather than a product, meaning that ESP does not imply a particular kind of language, teaching material or methodology. The central idea in their definition lies in the construct of *need*. “Need is defined by the reasons for which the student is learning English, which will vary from study purposes such as following a postgraduate course in an English-speaking country to work purposes such as participating in business meetings or taking hotel bookings”. Operating on the basic principle that the English of, say, Electrical Engineering constituted a specific register different from that of, say, Biology or of General English, the aim of the analysis was to identify the grammatical and lexical features of these registers. Teaching materials then took these linguistic features as their syllabus. A good example of such a syllabus is that of *A Course in Basic Scientific English* by Ewer and Latorre (1969).

From two theories above, the researcher focus on Hutchison and Waters (1987) theory. They see ESP (English for Specific Purposes) is constructed of need, need is defined by the reasons for which the student in English learning which vary from study purposes, such as in this research that followed by the students in the Law Faculty.



1.5.2 Definition of Register

B, Douglas and Susan Cornard stated in their book entitle *Register, Genre, and Style* (2006) defined a register is a variety associated with a particular situation of use (including particular communicative purposes). The description of a register covers three major components: the situational context, the linguistic features, and the functional relationships between the first two components.

Another theory arise from Halliday and Hasan (1989), they argue that registers are described for their typical lexical and grammatical characteristics: their linguistic features. But registers are also described for their situational contexts, for example whether they are produced in speech or writing, whether they are interactive, and what their primary communicative purposes are. One of the central arguments according to Halliday and Hasan (1989) in his book undertitle *Language, Context and Text: Aspect of Language in Social-Semiotic Perspective* (1989) is that linguistic features are always functional when considered from a register perspective. That is, linguistic features tend to occur in a register because they are particularly well suited to the purposes and situational context of the register. Thus, the third component of any register description is the functional analysis.

A register define as a variety according to use. In other words, the register is what you are speaking at the time, depending on what you are doing and the nature of the activity in which the language is functioning. So whereas, in principle at least, any individual might go through life



speaking only one dialect (in modern complex societies this is increasingly unlikely; but it is not possible to go to through life using only one register). The register reflects another aspect of the social order, that of social processes, the different types of social activity that people commonly engage in.

In this research, the researcher focus on Halliday and Hasan (1989) theory because their theory is more complete. They stated that register appropriate with the situational context, for example register appropriate what you are speaking at the time, depending on what you are doing and the nature of the activity in which the language is functioning. So, they theory is related with this research, that is analyze register in English Law course book by context of situation.

1.5.3 The Concept of Register

Douglas, et al (1998) in their book entitle “*Corpus Linguistics Investigating language structure and use*” stated that the term register is used here as a cover term for varieties defined by their situaional characteristics. Some registers can be very specific, such as novels written by Jane Austen, or Methods section in biology research articles. Other registers are more general, such as conversation or student essays. Control of range of registers is crucially important for any competent speaker of a language. It is probably accurate to say that no one controls only a single register, rather, during the course of any day, speak and write a wide range of registers. For example, the language that use to write a term paper is



different from the language use when talking to the friends, and these registers are both different from the language use for a discussion with a teacher or to write a letter to the mother.

Another theory taken from Halliday and Hasan (1989: p.29), they argue that a register is a semantic concept. It can be defined as a configuration of meanings that are typically associated with a particular situational configuration of field, mode, and tenor. But since it is a configuration of meanings, a register must also, of course, include the expressions, the lexico-grammatical and phonological features, that typically accompany or realise these meanings. Sometimes a particular register also has indexical features, indices in the form of particular words, particular grammatical signals, or even sometimes phonological signals that have the function of indicating to the participants that this is the register in question, example *once upon a time*. ‘*Once upon a time*’ is an indexical feature that serves to signal the fact.

Halliday notes it was Reid (1956) who first used the term ‘*register*’ to capture the notion of ‘*text variety*’, although the idea of looking at the importance of situation on language was in use much earlier, for instance by proto-pragmatists such as Wegener (1990) who considered both the ‘*user*’ and ‘*use*’ in his concept of situation. Although it seems obvious that people speak differently in different situations, systematic analysis of variation according to what might be considered contextual features such as setting, addressee, subject and formality is relatively recent. Halliday et al. (2007) interpreted “*institutional linguistic*” framework’ where the



concepts of ‘*field*’, ‘*mode*’ and ‘*style of discourse*’ were introduced. Later, Halliday adopted the term ‘*tenor*’ from Spencer and Gregory (1964).

The notion of register has helped shape many approaches to language, including the Birmingham school and corpus linguistics, although register is understood among these schools in markedly different ways. Halliday first made use of the term ‘*register*’ in a paper titled ‘*The users and uses of language*’. In differentiating his approach from the general move of stating that language varies according to situation type, Halliday (1978: 32) suggests that what ‘*register does is to attempt to uncover the general principles which govern this variation, so that we can begin to understand what situational factors determine what linguistic features*’.

1.5.4 The Categories of Register

The category of register varied, from something that is closed and limited to something that is relatively free and open-ended. That is to say, there are certain registers in which the total number of possible meanings is fixed and finite and may be quite small. Whereas in others, the range of the discourse is much less constrained. Halliday (1989) said that there are two categories of register, they are :

1) Closed registers

One example of register in which the number of meanings was small was that which was familiar to those who were in the armed services during the Second World War. The set of messages that one



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was allowed to send home from active service by cable was strictly controlled, and the number was very limited, somewhere around a hundred, though could combine two or three together and say things like *'Happy birthday and please send DDT'*. Since the total number of message was limited, there was no need for the message itself to be transmitted; the only thing that was transmitted was a number. That particular message might be transmitted as '31, 67' or something of that kind. It is a characteristic of a closed register, one in which the total number of possible messages is fixed and finite, that is not necessary to send the message; all the needed to transmit is an index number.

That kind of register is, of course, an extreme case; the term introduced by Firth as a restricted language. It is a kind of register in which there is no scope for individuality, or for creativity. The range of possible meanings is fixed. Most registers are not like that, but there are some that can meet with in daily life that are near that end of the scale. For example, consider the International Language of the Air, which air crew have to learn in order to act as pilots and navigators on the International air routes today. Both of them have to communicate with ground control and used a fixed language in which to do so, and have to keep the total messages within a certain range. They will not start discussing the latest fashions, or anything of that kind.

Many of the languages of games are of this restricted nature, like the bidding system in bridge. There are only a certain number of



possible messages, like *'four hearts'*. Of course, it can start chatting about other things in the middle of the game; but then going outside the register. The register itself is restricted. Some such registers are interesting because they actually have a special language, which reflects their origins in the culture: in the West, for example, the register of musical scores is Italian, because Italian was the language through which musical culture spread around Europe in the fifteenth century. The language of menus, which is also a fairly restricted register, has traditionally been French.

2) More open register

Coming to somewhat more open varieties, it can be recognised the language of minor documents like tickets, and of official forms. Then in English-speaking countries have a special register for verse on greeting cards, which are sent to people on their birthdays or other personal occasions. It can be probably written by computer. Rather more open than these are the registers of headlines, and of recipes; still more open-ended, the registers of technical instructions, and of legal documents. Then there are the various transactional registers, like those of buying and selling at an auction, in a shop, or in a market; and the register of communication between doctor and patient.

There are styles of meaning associated with these registers, which simply have to be learnt. Medical students coming from overseas to English-speaking countries generally learn the technical language quite easily; but when it comes to having to communicate with the patients,



they often have a great deal of difficulty, because this is very different register, and one that is not taught in the textbooks. It is now being specially studied, with a view to helping foreign students to learn it.

Another register, or set of registers, it which a lot of attention is now being paid is the language of the classroom: the language used between teacher and pupils in primary and secondary schools. There is often quite some difference between these two levels in English-speaking countries, and one of the things that children find most difficult about the transition from primary school to secondary school is the need to learn a new set of registers, embodying a new pattern of relationship between teacher and thought.

Douglas, et al (2009) maintain that the categorise of the register can be investigated from two side, the first side from spoken language (spoken register) and the second side from the written language (written register). A few points deserve further development here:

a) Spoken register

Conversation is the most common type of spoken language that they produce. But people typically listen to many different kinds of spoken language: television shows, commercials, radio or television news reports, classroom lectures, political speeches, sermons, and so on. The learner can be found the register when they watch television or listening to the radio.



b) Written register

Written language also plays a very important role in daily life for many people. Students usually produce many kinds of writing: notes during class sessions, written assignments, term papers, and possibly numerous text messages and/or e-mail messages. But similar to spoken language, most people read more than they write. In fact, many people read even more different kinds of texts than they listen to: newspaper articles, editorials, novels, e-mail messages, blogs, text messages, letters and ads in the mail, magazine articles, ads in magazines, textbooks, research articles, course syllabi, and other written assignments or handouts.

One of the research said that now approaching the other end of the register scale. Consider various kinds of conversational strategies, the forms of discourse that use in everyday interaction with other people when trying to persuade them or entertain them or teach them or whatever it is want to do. These are the more open register, the registers of informal narrative and spontaneous conversation. Yet even these are never totally open-ended. There is no situation in which the meanings are not to a certain extent prescribe for the reader. There is always some features of which can say, *'This is typically associated with this or that use of language'*. Even the most informal spontaneous conversation has its strategies and styles of meaning. It never selecting with complete freedom from all the resources of linguistic system. If it were, there would be no communication, it can be understand of each other only because able to



make predictions, subconscious guesses, about what the other person is going to say.

1.5.5 The Use of Register

Halliday (1989) stated the research that a lot of attention recently is the language used between teacher and pupils in the classroom. The register might be used in this case, especially in the specific purposes. It is very difficult to the learner that learned in some field because the register in every field is different.

Hutchison (1987) devided the used of register in English learning based on what their target needs. He argued in his book entitle *English for specific purposes: A learner-Centred Approach* that learners need to learn English because is in practice a great deal. It is often argued that the needs of the General English learner, for example the schoolchild, are not specifiable. This is an assumption that owes more to institutional inertia and the weight of tradition than to any reality, but it is a powerful force nevertheless. In fact, this is the weakest of all arguments, because it is always possible to specify needs, even if it is only the need to pass the exam at the end of the school year. There is always an identifiable need of some sort.

The learners are learned about specific language (register) based on target needs. Target needs is something of an umbrella terms, which in practice hides a number of important distinctions. It is more useful to look at the target situation in terms of necessities, lacks and wants.



1) Necessities

Necessities the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation. For example, a businessman or woman might need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sales catalogues and so on. The sales will presumably also need to know the linguistic features – discoursal, functional, structural, lexical – which are commonly used in the situation identified. The information is relatively easy to gather. It is a matter of observing what situations the learner will need to function in and then analysing the constituent parts of them.

2) Lacks

To identify necessities alone, however, is not enough, since the concern in ESP is with the needs of particular learners. The teacher also need to know what the learner knows already, so that the teacher can then decide which of the necessities the learner lacks. One target situation necessity might be to read texts in a particular subject area. Whether or not the learners need instruction in doing this will depend on how well they can do it already. The target proficiency in other words, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lacks.



3) Wants

Target needs only in an objectives sense, with the actual learners playing no active role. But the learners too, have a view as to what their needs are. As Richterich (1984) comments that a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment.

An awareness of need that characterises the English for Specific Purpose situation. But awareness is matter of perception, and perception may vary according to one's standpoint. Learners may well have a clear idea of the 'necessities' of the target situation: they will certainly have a view as to their 'lacks'. But it is quite possible that the learners' views will conflict with the perceptions of other interested parties, they are course designers, sponsors, teachers.

The analysis of target situation needs is in essence a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process.

1.6 The Previous Study

Some previous studies have some similarities. The first similarities of research taken from Brikena and Gezim (2011) undertitle *The English Language Skills in ESP for Law Course*. Their research based on the importance of language skills, students' and teachers' attitudes towards an ESP course and the importance of needs analysis. Their paper attempted to identify and analyze the Law students'



and teachers' attitudes towards an ESP course and learners' needs in regard to the English Language skills. The data collection was done through questionnaires and interviews. The results showed that the participants perceive ESP courses to be very important for their study and future career and there seemed to be considerable motivation and interest in taking ESP courses and strengthen knowledge in English language.

The second similarities of research taken from Jeffery (2002) undertitle *Register-analysis as a Means for Eliciting the Meaning of Literary Texts*. His research proposes such a theory, based on the concept of register as meaning-potential. Situation-types have semiotic properties, which set up expectations of the kind of meaning likely in that kind of situation, and those expectations constitute the meaning-potential of the situation, that is the register, which is realised in whatever texts are actually uttered there. So register determines meaning; and register is determined by situationtype, which can be precisely defined by means of categories of (discourse-) situation.

The third similarities of research taken from Lukasz Grabowski (2013) undertitle *Register Variation across English Pharmaceutical Texts: A Corpus-Driven Study of Keywords, Lexical Bundles and Phrase Frames in Patient Information Leaflets and Summaries of Product Characteristics*. His research constitutes an initial step towards filling a gap in corpus linguistics studies of linguistic and phraseological variation across English pharmaceutical texts, in particular in terms of recurrent linguistic patterns. The study conducted from a register perspective (Biber & Conrad 2009), which employs both quantitative and qualitative research procedures, aims to provide a corpus-driven description of



vocabulary and phraseology, namely key words, lexical bundles, and phrase frames, used in patient information leaflets and summaries of product characteristics written originally in English and collected in two domain-specific custom-designed corpora.

For three researchers there are some similarities and differences. In the first research explain about analyze the Law students' and teachers' attitudes towards an ESP course and learners' needs in regard to the English Language skills, in the second research explain about analysis of register in the literary text and in the third research explain about analysis of register variation across English Pharmaceutical texts. The researcher focus on analysis English written register in some selected Law course book based on context of situation. From the explanation in above there are very clear about the gap this research with previous research.

1.7 Research Methodology

In this section, the researcher would arrange methodology of the research in this research. Some of which are as follows :

1.7.1 The Place and Time of the Research

This research take the data from the some selected English course book that used in Law Faculty at UNSWAGATI Cirebon. The time of the research explained in table below :

Month	May				June				July			
Week	1	2	3	4	1	2	3	4	1	2	3	4
Analysis register in text 1, 2, 3												



Analysis register in text 4, 5												
Analysis register in text 6, 7, 8												
Analysis register in text 9, 10												
Analysis register in text 11, 12												
Analysis the used of register												
Finishing thesis writing												
Thesis examination and thesis revision												

1.7.2 The Source of Data

In this research, the researcher uses both primary source and secondary source data.

1) Primary data source

Primary data source of this research is some selected English Law Course Book entitle *English for Law in Higher Education* by Jeremy Wallen (2009) and *English for Specific Purpose in Law* by Sofia



Rangkuti Hasibuan (2013). In those books, the researcher analysis English written register based on context of situation in the text.

2) Secondary data source

The researcher also use another data source to get deeper understanding dealing with the field of the research. The secondary sources are aquired in *Dictionary of Law* edited by Elizabeth A.Martin.

1.7.3 Respondent

Respondent is the part of statistical practice concerned with the selection of an unbiased or random subset of individual observations within a population of individuals intended to yield some knowledge about the population of concern, especially for the purposes of making predictions based on statistical inference. Respondent is an important aspect of data collection.

The respondent in this research is students. Students as an implementer, they read the English text in Law course book that exist some registers and used the registers in English learning based on the target situation. The respondent in this research for about 3 students, the researcher select the respondent use the *extreme case sampling*. Ary, et al (2010) propose that extreme case sampling selects units that are a typical, special, or unusual.

Patton, M (1990) in his book entitle *Qualitative Evaluation and Research Methods* argued that *extreme case sampling* focuses on cases that are rich in information because they are unusual or special in some



way. Unusual or special cases may be particularly troublesome or especially enlightening, such as outstanding successes or notable failures. The logic of extreme case sampling is that lessons may be learned about unusual conditions or extreme outcomes that are relevant to improving more typical programs.

1.7.4 The Method of the Research

This research use content analysis as one of types of qualitative research. Ary, et al (2010, p.457) argues that content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents.

1.7.5 The Techniques of Collecting Data

In this research, the researcher used three techniques of collecting data. The first is documentation, the second is interview, and the third is observation. Some of which are as follows :

1) Documentation

According Ary, et. al (2010) qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. The term documents here refers to a wide range of written, physical, and visual materials, including what other



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authors may term artifacts. Documents may be personal, such as autobiographies, diaries, and letters; official, such as files, reports, memoranda, or minutes; or documents of popular culture, such as books, films, and videos. Document analysis can be of written or text-based artifacts (textbooks, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages, etc.) or of nonwritten records (photographs, audiotapes, videotapes, computer images, websites, musical performances, televised political speeches, YouTube videos, virtual world settings, etc.).

The first technique of collecting data in this research is documentation. The researcher uses documentation to collecting data because the data take from some selected English Law course book entitle *English for Law in Higher Education* by Jeremy Wallen (2009) and *English for Specific Purpose in Law* by Sofia Rangkuti Hasibuan (2013).

2) Interview

The second technique of collecting data is interview, according to Ary et.al (2010) interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test



hypotheses. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations. For example, observing a teacher in a classroom tells us something about the behavior, but interviewing helps us to put the behavior in context and helps us understand actions and choices. The qualitative interview is typically more probing and open ended and less structured than the interview used in quantitative research but varies considerably in the way it is conducted.

3) Observation

This research used observation to validation the data. According to Ary, et.al (2010) Observation is a basic method for obtaining data in qualitative research and is more than just “hanging out.” It is a more global type of observation than the systematic, structured observation used in quantitative research. The qualitative researcher’s goal is a complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors. Qualitative observation usually takes place over a more extended period of time than quantitative observation. Also, qualitative observation is more likely to proceed without any prior hypotheses.

1.7.6 The Instrument of Collecting Data

According to Ary, et.al (2010) one of the distinguishing characteristics of qualitative research is the methods used to collect and



analyze data. In qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data. As cited in Ary's book, Lincoln and Guba (1985) introduced the concept of human as instrument to emphasize the unique role that qualitative researchers play in their inquiry. Because qualitative research studies human experiences and situations, researchers need an instrument flexible enough to capture the complexity of the human experience, an instrument capable of adapting and responding to the environment.

In this research, the researcher her self that become the instrument to collecting data through documentation, interview, and observation. Qualitative data collected via interview of the students in the Law faculty at UNSWAGATI Cirebon regarding their perspective of the use of register in English Learning at the Law faculty.

1.7.7 The Techniques of Analysis Data

To examine content analysis, the research analyzed the data based on Maxwell's theory. Maxwell (2005) maintain that there are three main groups to analyze document analysis: (1) memos, (2) categorizing strategises (such as coding and thematic analysis), and (3) connecting strategies (such as narrative analysis). Unfortunately, most qualitative texts and published articles and explicit only with coding, treating this as the fundamental activity in analysis and giving the impression that coding is qualitative analysis. The stage listed on the table below :



Stage	Maxwell (2005)
Organizing and Familiarizing	Reading, Listening
Coding and Reducing	Coding, Memoing, Categorizing
Interpreting and Representing	Connecting Reporting

The first step to analyzed data is reading the text that include in some selected Law course book entitle *English for Specific Purpose: Law* by Sofia Ranguti Hasibuan and *English for Law in Higher Education Studies* by Jeremmy Wallen. There are tenth texts in those books, so the researcher take the register from all of texts.

The second step is coding, coding is a typical categorizing strategy in qualitative research. The researcher use the coding as follow below :

#Pr refers to Paragraph

#Ln refers to Line

#S refers to Sentence

#Q refers to Question

#R refers to Respondent

The third step is categorizing, the researcher categorize register into close register and more open register. Because all of the register not use abbreviation and use in English learning, so all of the register include



into *more open register*. The fourth step is connecting, the researcher connect the register based on context of situation (field, mode, and tenor) in the text. And the last step is context of meaning, the researcher get the meaning from the legal language and specific language in order to know the differences of them.

To examine Discourse Analysis, the researcher analyzed the data throught interview. The step to collect data followed by :

Step 1: Identify a Research Topic or Focus

Topics are typically identified by the researher based on experience, readings on the topic, and observation in the research settings.

Step 2: Conduct a Review of Literature

The researcher reviews the literature to identify information relevant to the study, establish a theoretical framework, and write a research question.

Step 3: Define the Role of Researcher

The researcher as primary data that decide to she or he involve to be respondent.

Step 4: Manage Entry Into the Field and Maintain Good Field Relations

Because of UNSWAGATI Cirebon is easy to reach, so the researcher conducted this research with the Law Faculty at UNSWAGATI Cirebon.

Step 5: Write Qualitative Subquestions

Qualitative subsequents are design by the researcher and are based on the topics or research questions identified both at the start of the study and as the study progress.

Step 6: Select Participants



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Participant for qualitative research are selected through extreme case sampling.

Step 7: Collect the Data

Data collection in qualitative research generally includes document analysis, interview, and observation.

Step 8: Analyze and Interpret the Data

Data analysis and interpretation are continuous throughout the research, so that the research questions can be answered and guide future data collection.

Step 9: Disseminate Results

Qualitative researchers share their findings with other professionals through journals, reports, web sites, and presentations at formal and informal meetings.

Lodico et. al (2010: 160-165)



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